Progression of Instructions

Nursery	• Understands use of objects (e.g. *"What do we use to cut things?"*) • Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. • Responds to simple instructions, e.g. to get or put away an object. • Beginning to understand 'why' and 'how' questions.
Reception	• Responds to instructions involving a two-part sequence • Give oral instructions when playing • Writes own name and other things such as labels, captions • Children follow instructions involving several ideas or actions **Grammar Focus:** • Write simple sentences which can be read by themselves and others following a practical activity.e.g. *'How to get ready for Red Nose Day' or 'How to look after a mini beast'.* • Use imperative verbs in both talk and writing e.g. ***put, get***
Year 1	• Listen to and follow a single more detailed instruction and a longer series of instructions • Plan and give clear single oral instructions • Routinely read and follow written classroom labels carrying instructions • Read and follow short series of instructions in shared context • Contribute to class composition of instructions with teacher scribing • Write consecutive instructions independently **Grammar Focus:** • How words can combine to make sentences • Joining words and joining clauses using and • Separation of words with spaces • Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences • Capital letters for names and for the personal pronoun I *Note: Many of the year 2 statements will need to be addressed in year 1 in order to ensure progression from FS in the context of this text type.*
Year 2	• Listen to and follow a series of more complex instructions • Read and follow simple sets of instructions such as recipes, plans, constructions which include diagrams • Analyse some instructional texts and note their function, form and typical language features: • Include: a statement of purpose, list of materials or ingredients, sequential steps, • Use direct/imperative language • As part of a group with the teacher, compose a set of instructions with additional diagrams • Write extended instructions independently e.g. getting to school, playing a game **Grammar Focus:** • Subordination (using when, if, that, because) and co-ordination (using or, and, but) e.g. clarify instructions using subordination, for example, ***Take the cake out of the oven when the top looks golden brown.*** • Expanded noun phrases for description and specification e.g. use expanded noun phrases to be specific about materials or equipment needed, for example, ***a large bucket, sharp scissors, thick card*** • How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command e.g.

	- write titles to show what the instructions are about, for example, ***how to look after goldfish*** - generate synonyms for over-used imperative verbs, for example, ***chop, slice, cut*** - explore and generate negative commands, for example, ***Do not open the oven door*** - Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences - Commas to separate items in a list
Year 3	- Read and follow increasingly complex instructions - Read and compare examples of instructional text, evaluating their effectiveness. - Analyse more complicated instructions and identify organisational devices which make them easier to follow, e.g. lists, numbered, bulleted points, diagrams with arrows, keys - Research a particular area (e.g. playground games) and work in small groups to prepare a set of oral instructions. Try these out with other children and evaluate their effectiveness - Independently write clear written instructions using simple devices to aid the reader **Grammar Focus:** - Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because] e.g. build on the range of conjunctions used in year 2 to extend instructions - Expressing time, place and cause using adverbs [for example, then, next, soon, therefore] e.g. through reading, build up and use a wide range of adverbs used to sequence instructions - Expressing time, place and cause using prepositions [for example, before, after, during, in, because of] e.g. through reading instructions written to give directions, build up and use a wide range of prepositions used to indicate and clarify position, for example, ***under the bridge, around the pond, through the deep, dark woods*** - Introduction to paragraphs as a way to group related material e.g. explore instructions that have clear sections, for examples, introduction, equipment needed, procedure, additional advice, conclusions - Headings and sub-headings to aid presentation

Progression of Instructions

Year 4	**Grammar Focus:** • Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done] e.g. investigate instructions with differing levels of formality and decide on an appropriate register when writing their own, for example, *'Cook for 20 mins' compared with 'Pop the cheesecake in the oven for 20 minutes'* • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. investigate noun phrases in instruction texts and decide when noun phrases can be pared down to avoid unnecessary complexity, and when additional detail is essential • Fronted adverbials [for example, Later that day, I heard the bad news.] e.g. • use the conjunction 'if' to start complex sentences which give additional advice, for example, *'If the mixture separates, …'* • compare the clarity of the instruction when the adverbial or subordinate clause is fronted, for example, *'Remove the cake from the oven when it turns golden brown' compared with 'When the cake turns golden brown, remove it from the oven'* • Use of paragraphs to organise ideas around a theme e.g. write instructions that have clear sections, for example, introduction, equipment needed, procedure, additional advice, conclusions • Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition e.g. • investigate the use of nouns and pronouns in instructional texts and support the children to realise that nouns are often repeated (rather than replaced with pronouns) to ensure greater clarity
Year 5	• In group work, give clear oral instructions to achieve the completion of a complex task. • Follow oral instructions of increased complexity • Evaluate sets of instructions (including attempting to follow some of them) for purpose, organisation and layout, clarity and usefulness • Identify sets of instructions which are for more complex procedures, or are combined with other text types (e.g. some recipes) • Compare these in terms of audience/purpose and form (structure and language features) • Write a set of extended instructions (using appropriate form and features) and test them out on other people, revise and try them out again **Grammar Focus:** • Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun • Brackets, dashes or commas to indicate parenthesis • Use of commas to clarify meaning or avoid ambiguity e.g. • identify effective examples of instructions and use these to study the nature of the sentence construction used • note the use of relatively simple sentence constructions, which include a limited number of additional clauses and phrases • note where sentences could have been combined to create a more sophisticated, complex construction, but where the author has chosen a more simplistic construction to aid the reader in following the steps • practise simplifying overly complicated instructions by reducing the complexity of the sentence construction

Year 6	- Choose the appropriate form of writing and style to suit a specific purpose and audience drawing on knowledge of different non-fiction text types - Interweave the use of diagrams and illustrations, using these to take the place of text where a visual would make the instructions easier to follow e.g. ***Diagram B shows you how to connect the wires*** - Use the language conventions and grammatical features of the different types of text as appropriate **Grammar Focus:** - Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase e.g. further explore the repetition of subject nouns in effective instructional texts (see year 4), rather than the use of pronouns which may cause confusion - Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] e.g. experiment with using different layout devices and evaluate the effectiveness of these - Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] - Use of the colon to introduce a list and use of semi-colons within lists e.g. further explore the simplistic nature of sentence constructions in this text type (see year 5)
Moving Beyond	- Aside from continuing to develop the skills set out for year 6 in relation to more complex subjects (in terms of language and processes), it is unlikely that instructional writing will provide sufficient challenge to extend the most able in the primary setting - Instructional writing embedded within another text type (such as a report or explanation) may serve as a suitable alternative.